

## 6. Listen to, describe and analyze music

### *Students will:*

- identify simple music forms when presented;
- demonstrate perceptual skills by moving in response to, by answering questions about and by describing aural examples of music of various styles representing diverse cultures;
- use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances;
- identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices; and
- respond through purposeful movement to selected prominent music characteristics, or to specific music events while listening to music.

## 7. Evaluate music and music performances

### *Students will:*

- devise criteria for evaluating performances and compositions; and
- explain, using appropriate music terminology, their personal preferences for specific musical works and styles.

## 8. Make connections between music, other disciplines and daily life

### *Students will:*

- identify similarities and differences in the meanings of common terms used in the various arts; and
- identify ways in which the principles and subject matter of music and other disciplines taught in the school are interrelated.

## 9. Understand music in relation to history and culture

### *Students will:*

- identify by genre or style aural examples of music from various historical periods and cultures;
- describe in simple terms how elements of music are used in music examples from various cultures of the world;
- identify various uses of music in their daily

experiences and describe characteristics that make certain music suitable for each use;

- identify and describe roles of musicians in various music settings and cultures; and
- demonstrate audience behavior appropriate for the context and style of music performed.

## GRADES 5-8

### 1. Sing, alone and with others, a varied repertoire of songs

#### *Students will:*

- sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles;
- sing with expression and technical accuracy a repertoire of vocal literature with a difficulty level of 2, on a scale of 1 to 6, including some songs performed from memory;
- sing music representing diverse genres and cultures, with expression appropriate for the work being performed; and
- sing music written in two and three parts.
- Students who participate in a choral ensemble or class will, in addition, sing with expression and technical accuracy a varied repertoire of vocal literature with a difficulty level of 3, on a scale of 1 to 6, including some songs performed from memory.*

### 2. Play, alone and with others, a varied repertoire of instrumental music

#### *Students will:*

- perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, good playing position and good breath, bow or stick control;
- perform with expression and technical accuracy on at least one string, wind, percussion or classroom instrument a repertoire of instrumental literature with a difficulty level of 2, on a scale of 1 to 6;
- perform music representing diverse genres and cultures, with expression appropriate for the work being performed; and
- play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument.
- Students who participate in an instrumental ensemble or class will, in addition, perform with expression and technical accuracy a varied repertoire of instrumental literature with a*

difficulty level of 3, on a scale of 1 to 6, including some solos performed from memory.

### 3. Improvise melodies, variations and accompaniments

*Students will:*

- a. improvise simple harmonic accompaniments;
- b. improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys; and
- c. improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter and tonality.

### 4. Compose and arrange music

*Students will:*

- a. compose short pieces within specified guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance;
- b. arrange simple pieces for voices or instruments other than those for which the pieces were written; and
- c. use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging.

### 5. Read and notate music

*Students will:*

- a. read whole, half, quarter, eighth, sixteenth and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8 and alla breve meter signatures;
- b. read at sight simple melodies in both the treble and bass clefs;
- c. identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression; and
- d. use standard notation to record their musical ideas and the musical ideas of others.
- e. *Students who participate in a performing ensemble or class will, in addition, sight-read, accurately and expressively, music with a difficulty level of 2, on a scale of 1 to 6.*

### 6. Listen to, describe and analyze music

*Students will:*

- a. describe specific music events in a given aural example, using appropriate terminology;
- b. analyze the uses of elements of music in aural examples representing diverse genres and cultures; and
- c. demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords and harmonic progressions in their analyses of music.

### 7. Evaluate music and music performances

*Students will:*

- a. develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing; and
- b. evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement.

### 8. Make connections between music, other disciplines and daily life

*Students will:*

- a. compare in two or more arts how the characteristic materials of each art (sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) can be used to transform similar events, scenes, emotions or ideas into works of art;
- b. describe ways in which the principles and subject matter of music and other disciplines taught in the school are interrelated; and
- c. identify a variety of music-related careers.

### 9. Understand music in relation to history and culture

*Students will:*

- a. describe distinguishing characteristics of representative music genres and styles from a variety of cultures;

- b. classify by genre and style (and, if applicable, by historical period, composer and title) a varied body of exemplary (high quality and characteristic) musical works, and explain the characteristics that cause each work to be considered exemplary; and
- c. compare, in several cultures of the world, functions music serves, roles of musicians and conditions under which music is typically performed.

## GRADES 9-12

### 1. Sing, alone and with others, a varied repertoire of songs

#### *Students will:*

- a. sing with expression and technical accuracy a large and varied repertoire of vocal literature with a difficulty level of 4, on a scale of 1 to 6, including some songs performed from memory;
- b. sing ensemble music for up to four parts, with and without accompaniment;
- c. demonstrate well-developed ensemble skills; and
- d. sing in small ensembles, with one student on a part.

### 2. Play, alone and with others, a varied repertoire of instrumental music

#### *Students will:*

- a. perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a difficulty level of 4, on a scale of 1 to 6;
- b. perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills; and
- c. perform in small ensembles with one student on a part.

### 3. Improvise melodies, variations and accompaniments

#### *Students will:*

- a. improvise stylistically appropriate harmonizing parts;
- b. improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys; and
- c. improvise original melodies over given chord progressions, each in a consistent style, meter and tonality.

### 4. Compose and arrange music

#### *Students will:*

- a. compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect;
- b. arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music; and
- c. compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usage of the sound sources.

### 5. Read and notate music

#### *Students will:*

- a. demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used;
- b. sight-read, accurately and expressively, music with a difficulty level of 3 on a scale of 1 to 6; and
- c. use standard and other appropriate notational systems to record their musical ideas and the musical ideas of others.

### 6. Listen to, describe and analyze music

#### *Students will:*

- a. analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices;
- b. demonstrate extensive knowledge of the technical vocabulary of music; and
- c. identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques.

### 7. Evaluate music and music performances

#### *Students will:*

- a. evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements and improvisations and apply the criteria in their personal participation in music; and
- b. evaluate a performance, composition, arrangement or improvisation by comparing it to similar or exemplary models.

**8. Make connections between music, other disciplines and daily life***Students will:*

- a. explain how elements, artistic processes and organizational principles are used in similar and distinctive ways in the various arts and cite examples;
- b. compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures;
- c. explain ways in which the principles and subject matter of music and various disciplines outside the arts are interrelated; and
- d. apply music skills and understandings to solve problems relevant to a variety of careers.

**9. Understand music in relation to history and culture***Students will:*

- a. classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications;
- b. identify sources of American music genres, trace the evolution of those genres and cite well-known musicians associated with them; and
- c. identify various roles musicians perform, cite representative individuals who have functioned in each role and describe their activities and performances.



# CONNECTICUT STANDARDS FOR MUSIC ORGANIZED TO SHOW ARTICULATION (SEQUENCE)

**Content Standard 1: Students will sing, alone and with others, a varied repertoire of music.**

## Grades K-4

### Students will:

- sing independently, on pitch and in rhythm, with appropriate timbre, diction and posture, and maintain a steady tempo;
- sing expressively, with appropriate dynamics, phrasing and interpretation;
- sing from memory a varied repertoire of songs representing genres and styles from diverse cultures;
- sing ostinatos, partner songs and rounds; and
- sing in groups, blending vocal timbres, matching dynamic levels and responding to the cues of a conductor.

## Grades 5-8

### Students will:

- sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles;
- sing with expression and technical accuracy a repertoire of vocal literature with a difficulty level of 2, on a scale of 1 to 6, including some songs performed from memory;
- sing music representing diverse genres and cultures, with expression appropriate for the work being performed; and
- sing music written in two and three parts.
- Students who participate in a choral ensemble or class will, in addition, sing with expression and technical accuracy a varied repertoire of vocal literature with a difficulty level of 3, on a scale of 1 to 6, including some songs performed from memory.*

## Grades 9-12

### Students will:

- sing with expression and technical accuracy a large and varied repertoire of vocal literature with a difficulty level of 4, on a scale of 1 to 6, including some songs performed from memory;
- sing music ensemble music for up to four parts, with and without accompaniment;
- demonstrate well-developed ensemble skills; and
- sing in small ensembles, with one student on a part.